1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 715
1.3 Holistic Assessment and Metaphor Therapy
1.4 1 credit
1.5 Prerequisite: none

2. Course Description

The course presents two significant contributions to Individual Psychology clinical practice: a strategy for identifying life style information from interview data (Holistic Assessment) and a method for using client generated metaphors in counseling and psychotherapy (Metaphor Therapy). Students will learn and practice step-by-step methods for each strategy.

3. Texts, Materials and Resources (required and optional)

3.1 Required textbooks:


3.2 Required Articles/Handouts:


3.3 Optional reading (if any)

4. Competencies and Learning Outcomes

Core competencies
1. Conceptual Foundations
   a. Holism
   b. Goal Orientation
   c. Phenomenology

2. Reflective Practice
3. Assessment and Intervention Planning
   a. Holistic Assessment

4. Intervention Implementation
   a. Holistic Assessment
   b. Metaphor Therapy

Students in this course learn:

**Learning Outcomes**

1. An ability to review own professional practice
2. An ability to use Holistic Assessment
   a. An ability to define Holistic Assessment (K)
   b. An ability to relate Holistic Assessment to Individual Psychology Concepts (A)
      i. Law of Movement
      ii. Unity of the Personality
   c. An ability to identify the four steps in Holistic Assessment (K)
   d. An ability to define “style words” as used in Holistic Assessment (K)
   e. An ability to identify “style words” in a psychotherapy session transcript (S)
   f. An ability to hypothesize Life Style beliefs, psychological movement and fictional final goal from style words
   g. An ability to interpret “style words” in the Life Style rubric (S)
      i. Use metaphorical sense in interpreting “style words”
      ii. Use empathic inference in interpreting “style words”
      iii. Use clarifying questions in interpreting “style words”
   h. An ability to define the “two points of a line” analytical strategy (K)
   i. An ability to use the “two points of a line” dialectical thinking process (S)
   j. An ability to hypothesize the fictional final goal from behavior (S)
   k. An ability to integrate the interpretation of various “style words” into a life style summary (S)
      i. Use “two points of a line” analytical strategy
      ii. Use hypothesized fictional final goal
3. An ability to use Metaphor Therapy
a. An ability to define metaphor therapy (K)
b. An ability to notice metaphors in therapeutic interactions (S)
   i. An ability to use various strategies for inviting the client to explore the metaphor/image (S)
c. An ability to explore the metaphor/image generated by the client (S)
   i. Setting
   ii. Action/interaction cues
   iii. Other sense modalities
   iv. Expand the time frame
d. An ability to explore feelings and experiences related to the image/metaphor (S)
e. An ability to invite metaphoric transformation (S)
   i. Client generated
   ii. Therapist generated
f. An ability to facilitate the client exploring parallels between the metaphor/image and the client’s current life situation (S)

With most of the knowledge-based items above, will come a specific awareness, and an opportunity to try out some beginning skills. In the course outline below, these will be identified as K (knowledge), A (Awareness), and S (Skills).

These will be delivered/practiced via direct discussions, various experiential tasks, instructor’s presentation and comments in debates, reading, watching, and listening of various media, in addition to final academic exercises.

5. AGS Online Course Overview

5.1 AGS online courses have the same total duration as residential courses – 5 weeks (5 weeks of coursework plus two weeks for completing final assignments). In this one credit course, you should expect to spend approximately 45 hours on all course-related activities, with one discussion unit per week. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time - replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each online class.
Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

6. Course Outline

Week 1: Orientation

Resources

Orientation Lecture
Holistic Assessment Lecture
Points of a Line Lecture
Dreikurs, 1965
Training Manual (Kopp & Schottland, 1979)

Learning Outcomes – Competencies (knowledge, awareness, skills) met are

An ability to define Holistic Assessment
An ability to relate Holistic Assessment to Individual Psychology Concepts

   Law of Movement
   Unity of the Personality

An ability to identify the four steps in Holistic Assessment
An ability to define “style words” as used in Holistic Assessment
An ability to use the “two points of a line” dialectical thinking process
An ability to review own professional practice

Assessment Methods

Pattern Exercise
Personal Reflection forum

Week 2

Resources

Holistic Assessment Example Video

Learning Outcomes – Competencies (knowledge, awareness, skills) met are

An ability to identify “style words” in a psychotherapy session transcript
An ability to hypothesize Life Style beliefs, psychological movement and fictional final goal from style words
An ability to use the “two points of a line” dialectical thinking process
An ability to review own professional practice

Assessment Methods
Holistic Assessment Practice Forum (2 segments)
Pattern Exercise
Personal Reflection forum

Week 3

Resources

Goal Identification Lecture
Kopp, 1995 Chapter 5

Learning Outcomes – Competencies (knowledge, awareness, skills) met are

An ability to identify “style words” in a psychotherapy session transcript
An ability to hypothesize Life Style beliefs, psychological movement and fictional final goal from style words
An ability to use the “two points of a line” dialectical thinking process
An ability to review own professional practice

Assessment Methods

Holistic Assessment Practice Forum (3 segments)
Pattern Exercise
Personal Reflection forum

Week 4

Resources

Metaphor Therapy Lecture
Kopp, 1995, Chapter 1 & 10

Learning Outcomes – Competencies (knowledge, awareness, skills) met are

An ability to define metaphor therapy
An ability to interpret “style words” in the Life Style rubric
   Use metaphorical sense in interpreting “style words”
   Use empathic inference in interpreting “style words”
   Use clarifying questions in interpreting “style words”
An ability to integrate the interpretation of various “style words” into a life style summary
   Use “two points of a line” analytical strategy
   Use hypothesized fictional final goal
An ability to define the “two points of a line” analytical strategy
An ability to use the “two points of a line” dialectical thinking process
An ability to hypothesize the fictional final goal from behavior
An ability to review own professional practice

Assessment Methods

- Life Style Summary Forum
- Pattern Exercises
- Goal Identification Exercise
- Personal Reflection forum

Week 5

Resources

Kopp, 1995 chapter 2

Learning Outcomes – Competencies (knowledge, awareness, skills) met are

- An ability to use various strategies for inviting the client to explore the metaphor/image
- An ability to explore the metaphor/image generated by the client
- An ability to review own professional practice

Assessment Methods

- Identifying and Exploring Exercise
- Transforming and Connecting Exercise
- Personal Reflection forum

Special Project

Learning Outcomes – Competencies (knowledge, awareness, skills) met are

- An ability to use various strategies for inviting the client to explore the metaphor/image
- An ability to explore the metaphor/image generated by the client

Assessment Methods

- Identifying and Exploring Exercise
- Transforming and Connecting Exercise

7. Assessment/Evaluation Procedures

(Detailed descriptions of these assignments are also available on Moodle)

7.1 Assignments Overview

There are different types of assignments in this course, aimed to assess your knowledge, awareness, and/or various academic and experiential skills.
7.2 Grading

A  45-50 points
B  40-44 points
C  35-39 points
R  Retake- Needs more time or instruction to master the requirements of the class
NC  Quality of work or participation falls below minimum expectations, including:
• Not attending class.
• Not properly notifying registrar of a withdrawal
• Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
• Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Forums</td>
<td>Units 2 &amp; 3</td>
<td>8</td>
<td>2 a, b, c, d, e, 3 b</td>
</tr>
<tr>
<td>Life Style Summary Forum</td>
<td>Unit 4</td>
<td>4</td>
<td>2 f, h, i, j</td>
</tr>
<tr>
<td>Points of a Line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Pattern Exercises</td>
<td>Unit 1, 2, 3</td>
<td>12</td>
<td>2 g, h</td>
</tr>
<tr>
<td>Goal Identification Exercise</td>
<td>Unit 4</td>
<td>4</td>
<td>2 i, j</td>
</tr>
<tr>
<td>Personal Reflections</td>
<td>Units 1-5</td>
<td>5</td>
<td>1, 2 a, 3 a, c, e</td>
</tr>
<tr>
<td>Metaphor Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying &amp; Exploring</td>
<td>Unit 5</td>
<td>4</td>
<td>3 d, e</td>
</tr>
<tr>
<td>Transforming &amp; Connecting</td>
<td>Unit 5</td>
<td>4</td>
<td>3 f, g</td>
</tr>
</tbody>
</table>

7.3 Forums

The 9 forum posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. **You can earn a maximum of 36 points in these required activities.**

**Transcript Forums** (X2): For these segments of the transcript: (1) identify the style words and (2) develop hypotheses about life style beliefs, psychological movement, and goal that are being expressed in the word or phrase. Present your results in the format that was presented in the Holistic Assessment Example lecture.

**Pattern Exercise Forums** (X3): For this exercise you are given two disparate pieces of data and your task is to speculate what pattern integrates the data into a meaningful general proposition utilizing the “two points of a line” strategy.

**Life Style Summary Forums** (X1): Integrate the life style beliefs, psychological movement, and goal that you have hypothesized from your analysis of the style words of the transcript into a life style summary. Use the life style rubric, “I am…, others are…, the world is…, I am (only) significant when…”
Goal Identification Exercise (X1): After you have read the case study of the 50 year old man that is available on the course page, please submit a 1 paragraph discussion of the fictional final goal that you see evident in the case.

Identifying & Exploring Exercise (X1): For this exercise you are to interview a colleague or friend or create a transcript of an interaction in which you identify and explore a metaphor. You can turn in a video or audio recording or a typed transcript of the interaction.

Transforming & Connecting Exercise (X1): For this exercise you are to interview a colleague or friend or create a transcript of an interaction in which you transform and connect back the metaphor you have identified and explored in the previous exercise. You can turn in a video or audio recording or a typed transcript of the interaction.

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important “netiquette” rules often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
<td>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

7.4 Personal Reflections

Personal Reflections earn 1 point each. Responses posted after the deadline will receive no points. You can earn a **maximum of 5 points**.

7.5 SPT: For this exercise you are to interview a colleague or friend or create a transcript of an interaction in which you identify and explore a metaphor and then transform and connect back this metaphor to the original context in which it was used by the client. You can turn in a video or audio recording or a typed transcript of the interaction.
7.6 Final course assignment: none

7.7 Summary of points

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Transcript Forums X4</td>
<td>8</td>
</tr>
<tr>
<td>1 Life Style Summaries X4</td>
<td>4</td>
</tr>
<tr>
<td>3 Pattern Exercises X4</td>
<td>12</td>
</tr>
<tr>
<td>1 Goal Identification Exercise X4</td>
<td>4</td>
</tr>
<tr>
<td>1 Identifying and Exploring Exercise X4</td>
<td>4</td>
</tr>
<tr>
<td>1 Transforming and Connecting Exercise X4</td>
<td>4</td>
</tr>
<tr>
<td>5 Personal Reflections</td>
<td>5</td>
</tr>
<tr>
<td>Special Project</td>
<td>9</td>
</tr>
</tbody>
</table>

Total 50 points

8. Online Discussions or Activities

Online classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing online discussions:

8.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

8.2 NEVER post to the courseroom content:
   - That is known to be illegal,
   - That is potentially harassing, threatening, or embarrassing,
   - That might be offensive and might be received as disrespectful in any way.
   - That is vulgar or sexually explicit

8.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

8.4 Students are encouraged to not overuse exclamation marks!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

8.5 Online communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during online portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

8.6 During online discussion, follow the same rules concerning protection of confidential
information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

8.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

8.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.

8.9 Any off-list communication between student and faculty will be conducted through Moodle, or redirected to Moodle of a student starts it via conventional private e-mailing.

9. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring at least 30 hours to complete.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. This is done in consultation with the course instructor.

SPT specifics for this course are posted on Moodle.

10. Writing Guidelines including APA Format

10.1 All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

10.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

10.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

10.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.
11. **Attendance and Participation Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

The AGS one credit courses are divided into five units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. In a one credit class, if a student misses more than 1 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss two class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:

11.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.

11.2 You are expected to attend all the course learning activities. In the AGS asynchronous online courses, you attend the class by complying with posting and other submission deadlines.

11.3 In one credit courses, you will have one deadline per week during the five weeks of coursework. For each week, and in conjunction with online instruction and other learning activities, your course instructor will announce a discussion question or a topic corresponding with a unit in the course outline. You will have until Friday night (11:59 PM CST) to submit your original response.

11.4 Unless instructed differently for some experiential exercises, your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

11.5 Typically, you will then have until Sunday night (11:59 PM CST) to respond to at least two of your classmates’ postings (two responses per week minimum). You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.
11.6 You can post your peer responses at any time after your own original post is submitted. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original posting, whether individually or in a summary format.

11.7 It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Online attendance is posting on time. Not complying with posting deadlines or not posting at all will be counted as a missed class.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

12. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is expected.

As with other AGS courses, in this course, individual students must determine for themselves the level of personal disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available on Moodle main page.

13. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.
14. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

15. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

16. **Instructor Contact Information**

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503.317.4532
Rocky.Garrison@alfredadler.edu

July 26, 2015